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DU PEUPLE AMERICAIN

ENVIRONMENTAL MITIGATION AND MONITORING PLAN

ALL CHILDREN READING

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Contract Officer's Representative: Badara Sarr

Submitted by: Chemonics International

Sacre Coeur Pyrotechnie Lot No. 73, Cite Keur Gorgui

Tel: 221 785 824627

Email: abalde@chemonics.com

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USAID/All Children Reading

DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS

ACR-TA	All Children Reading – Technical Assistance
ADS	automated directives system
CAQ	<i>contrat d'amélioration de la qualité</i>
CGE	<i>comites de gestion</i>
CFR	code of federal regulations
CPD	continuous professional development
EDD	environmental due diligence
EGRA	early grade reading assessment
EMMP	environmental mitigation and monitoring plan
ER	environmental review
ERF	environmental review form
ERR	environmental review report
IEE	initial environmental examination
INEADE	Institut National d'Etude et d'Action Pour le Développement de l'Education
IQS	Indefinite Quantity Subcontract
LARTES	Laboratoire de Recherche sur les Transformations Economiques et Sociales
MEN	Ministère de l'Education Nationale
MEO	mission environmental officer
ORF	oral reading frequency
PALME	Partenariat pour l'Amélioration de la Lecture et des Mathématiques à L'Elémentaire
RCE	request for categorical exclusion
SBCC	social behavior change communications

A.SENEGAL ALL CHILDREN READING – TECHNICAL ASSISTANCE INITIATIVE AND ENVIRONMENTAL COMPLIANCE

PROGRAM OVERVIEW

The Senegal USAID/All Children Reading – Technical Assistance (ACR-TA) initiative is funded by USAID and implemented by Chemonics International in support of the Senegalese National Reading Program led by the *Ministère de l'Éducation Nationale* (MEN). ACR-TA runs through July 10, 2021 and aims to greatly improve reading levels for students in Grades 1-3 through an effective, sustainable, and scalable national program. The technical assistance to this program targets three outcomes to achieve this goal: early grade reading instruction in public primary schools and *daaras*, improved; delivery systems for early grade reading instruction improved; and parent and community engagement in early grade reading improved.

The government of Senegal and MEN is launching the National Reading Program in the context of nation-wide bilingual reforms that, per the latest research on what works, will use national languages to teach all Senegalese children to read and aid the transfer to reading in French. To match the goals of the National Program, ACR-TA has set an ambitious target in support of the government's agenda: 70 percent of Grade 2 students to be reading at grade level by the end of the 2020/2021 school year. This is particularly ambitious when considering only 13 percent of Grade 3 students tested in an early grade reading assessment in 2010 read at a second grade level.¹

ACR-TA's success will depend not only on the ability to mobilize technical expertise, but also to navigate the complex socio-economic, cultural, and political dynamics that shape education policies and practices. This complex environment necessitates a change process for which there are no easy, nor predetermined, solutions. The international evidence base on emergent and early grade reading has grown over the past decade, and this research base offers direction to stakeholders. ACR-TA proposes to support the MEN to use this evidence base and, at the same time, leverage local assets for production and dissemination of research to identify solutions tailored to the Senegalese context.

ACR-TA ENVIRONMENTAL COMPLIANCE OVERVIEW

This Environmental Mitigation and Monitoring Plan (EMMP) is a contractual requirement of the Senegal All Children Reading – Technical Assistance (ACR-TA) initiative, fulfilling the conditions of the Initial Environmental Examination (IEE), and Request for Categorical Exclusion (RCE) Senegal Education and Youth Portfolio IEE 81916 document. This EMMP

¹ The 2010 Early Grade Reading Assessment financed by the William and Flora Hewlett Foundation found that 87% of those tested could not read at what would be considered a second grade level by international standards: 50 words or better per minute. For this assessment, third graders were tested using a second-grade level test. Source: Pouezevara, S., Sock, M., and Ndiaye, A, 2010. Evaluation des Competences Fondamentales en Lecture au Senegal, 2010. Washington: RTI International, 2010. Printed and accessed on: 30 July, 2015.

will be reviewed, amended, and/or updated whenever the work plan is changed to cover new interventions not covered therein, as deemed necessary.

Like all USAID-funded projects and programs, ACR-TA will comply to 22 Code of Federal Regulations (CFR) 216 Environmental Procedures, and USAID's Automated Directives System (ADS) Parts 201.3.11.2.b and 204, which stipulate that potential environmental impacts of USAID interventions must be identified and acknowledged; and safeguards and plans to mitigate them adopted, implemented, monitored, and reported, as appropriate. Based on Chemonics International's contractual agreement with USAID, and standards of business conduct, ACR-TA will:

- Comply with the Senegal Education and Youth Portfolio IEE 81916 dated August 19, 2016, and implement the relevant conditions outlined herein.
- Comply with relevant Senegalese environmental requirements and regulations unless otherwise directed in writing by USAID.
- Implement the approved EMMP, and update it as necessary. This will include regular monitoring of the environmental impact of the interventions, documentation of their environmental compliance, and submission of an environmental monitoring report, if needed, as annex to its bi-annual and annual progress reports.
- Monitor environmental compliance in accordance with the IEE environmental threshold determinations and the mitigation measures described in the approved EMMP. It will monitor the interventions for unforeseen consequences arising during implementation that were not identified and reviewed in accordance with 22 CFR 216; and will adapt or revise the interventions accordingly.
- Promote results-oriented environmental stewardship and adaptive management.
- Integrate the environmental compliance requirements with the relevant environmental provisions, procedures and guidelines into all of its subcontracts and grants. This will include training partners to implement, monitor, and report on any necessary environmental mitigation measures.
- Use the environmental review form (ERF) in Annex A and the environmental review report (ERR) in Annex B to report and screen proposed project activities not identified in this EMMP, and all proposed grant interventions in order to ensure that they lead to no adverse environmental impact, guide the development of appropriate mitigation measures, and specify monitoring and reporting needs. This will be done before any commitment of resources to the interventions in question are made.

The instructions in Annex B will be used as guidance to determine the levels of risks (low, moderate, and high) associated with these proposed activities in order to decide on the

appropriate mitigation actions, thereby ensuring environmental compliance, and protecting the health of the environment and population.

No activities determined as high risks will be undertaken without further assessment and USAID approved environmental documentation. The results of the ERF will be summarized in the ERR, and together with the associated grant-specific EMMP, will be submitted to the COR for USAID approval prior to implementation.

Based on the ERF:

- If the proposed activities will not result in potential impact, no further action is required;
- If there are little potential for adverse impact, ACR-TA will develop grant- or new activity-specific EMMP (Annex E) for submission to the COR for approval prior to beginning the activity. For easy reference and tracking, these activity-specific EMMPs will be coded as ACR-TA-EMMP-XXX.
- If there are potential for substantial but mitigatable adverse environmental effects, and if the proposed activity does not fit well under recommended mitigating measures in this EMMP, the EMMP will be revised to recommend the appropriate mitigation measures for the MEO's and COR's approval before the intervention begins.
- Train the relevant implementing partners in using the ERR, ERF, and EMMP, implementing the mitigation measures, monitoring their impact, and preparing the relevant mitigation and monitoring report.
- Use, as appropriate, the Environmental Due Diligence (EDD) process in Annex C to ensure the environmental soundness of ACR-TA activities that encompass physical enhancement, rehabilitation and construction of schools and classrooms facilities, including but not limited to toilets and latrines, and provision of potable water.
- Review of new or modified activities, in collaboration with the COR, to determine if they are within the scope of the IEE and the approved EMMP. If activities outside the scope of the IEE are planned, ACR-TA will ensure that the IEE is amended to address these activities prior to their implementation.

ACR-TA IEE AND REQUEST FOR CATEGORICAL EXCLUSION

None of the interventions currently identified are expected to have significant effects on the environment (as defined in 216.2 (d)(1)), with the implementation of effective and appropriate mitigation measures for activities with a negative determination with conditions. Table 1 lists the ACR-TA activities with a **Categorical Exclusion** determination.

Table I. ACR-TA Planned Interventions with Categorical Exclusion

Planned Interventions	Threshold Decision
Goal: Improved reading skills for public primary school students in the early grades, and the equivalent in <i>daaras</i>, in the target regions (USAID Goal 1: Early Grade Reading)	
Outcome 1: Early Grade Reading Instruction in Public Primary Schools and <i>Daaras</i> Improved	
Result 1.1: Evidenced-Based Early Grade Reading Materials in Senegalese Languages Provided	
<ul style="list-style-type: none"> Support development of approach and guideline document for application of Core Reading Model Develop and deliver standards-based, evidence-based, cost-effective materials for students and teachers for Grade one, two, and three reading in Wolof, Pulaar, and Serer in public primary schools and <i>daaras</i> 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 1.2: Teachers' Skills in Evidenced-Based Early Grade Reading Instruction Improved	
<ul style="list-style-type: none"> Work with MEN technical committees to design training materials for training of mater trainers and teachers Develop in-service training program, including developing curriculum, in-service schedule, training modules, teacher assessment tools, CPD guides for grade one to three teachers and for <i>daara</i> instructors Develop and test non-monetary systems for incentivizing teachers who achieve implementation of the reading programs Train in-service master trainers at the regional and department levels Organize training of teachers and school directors in public schools and <i>daaras</i> Print and distribute training materials for teacher training to master trainers, teachers, and directors Develop pre-service training program, including developing curriculum, pre-service schedule, and training modules Train targeted faculty on pre-service program and teach/ test new pre-service curriculum to early grade pre-service teachers 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 1.3: Coaching and supervision of early grade reading instruction improved	
<ul style="list-style-type: none"> Provide technical assistance for coaching and supervising, including establishing coaching teams and supervision teams Develop paper-based and ICT-based (e.g. M-C o a c h) versions training materials and tools for master trainers and coaches Print and distribute paper-based and ICT-based training materials for coaches Train master trainers and coaches on coaching approach and tools, both paper and ICT-based Provide assistance to implementation and monitoring of coaching system Develop training materials and tools for master trainers and school directors Train master trainers and school directors Print and distribute training materials for supervisors Provide assistance to implementation and monitoring of supervision system 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 1.4: Early Grade Reading Assessment Improved	
<ul style="list-style-type: none"> Update and create assessment (e.g. Early Grade Reading Assessments – EGRA) tools Provide technical assistance to the Institut National d'Etude et 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for

Planned Interventions	Threshold Decision
d'Action Pour le Développement de l'Education (INEADE)/MEN for assessment administration, including conducting baseline, midline, and endline EGRAs	action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Outcome 2: Delivery Systems for Early Grade Reading Instruction Improved	
Result 2.1 Coordination and Communication about Early Grade Reading Increased	
<ul style="list-style-type: none"> Establish task force to develop a communications strategy building on the draft Partenariat pour l'Amélioration de la Lecture et des Mathématiques à L'Elémentaire (PALME) plan Provide technical assistance as defined in the resulting communications strategy Support communications to increase awareness and demand for improved early grade reading outcomes through messaging and campaign 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 2.2 National Standards for Early Grade Reading Adopted and Applied	
<ul style="list-style-type: none"> Support development and adoption of national standards for early grade reading Assist in the approach towards developing student and teacher reading performance standards 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 2.3 Research on Early Grade Reading in Senegal Produced and Disseminated	
<ul style="list-style-type: none"> Develop research plan for planning, conducting, and disseminating results from studies and research agenda Conduct research studies 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 2.4 Policies in Support of Evidenced-Based Early Grade Reading Instruction Implemented	
<ul style="list-style-type: none"> Support the MEN to develop an institutional framework for the National Reading Program Draft policy plan Collect and use existing data to develop/update policies in support of early grade reading 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 2.5 Ministry of Education Staff's Performance of Essential Functions Improved	
<ul style="list-style-type: none"> Support the MEN in targeted capacity building to improve early grade reading service delivery Develop capacity building plan and develop, validate, and administer assessment tools with appropriate government offices and <i>collectivités locales</i> 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs

Planned Interventions	Threshold Decision
Outcome 3: Parent and Community Engagement in Early Grade Reading Improved	
Result 3.1 Parent and Community Demand for High-Quality Early Grade Reading Instruction Increased	
<ul style="list-style-type: none"> Develop and implement a social behavior change communications (SBCC) campaign 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 3.2 Community-Based Early Grade Reading Activities Implemented	
<ul style="list-style-type: none"> Introduce ACR-TA to communities and identify ACR-TA activities that can be inserted into respective <i>contrats d'amélioration de la qualité</i> (CAQs) Develop a community mobilization grants program manual Train and support community members and local organizations to implement reading interventions including <i>comites de gestion</i> (CGEs) and parent associations 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 3.3 At-Home Support to Early Grade Learners Improved	
<ul style="list-style-type: none"> Develop materials and provide training and support for parent and caregivers to undertake learning reinforcement activities 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs
Result 3.4 Parent and Community Monitoring of Early Grade Reading Instruction Delivery Improved	
<ul style="list-style-type: none"> Support community organization and capacity building through review of CAQ dashboards, convening of forums, collaborating with LARTES/IFAN/Jangadoo Produce quarterly reports on community organization and capacity building 	Categorical Exclusion pursuant to 22CFR 216.2(c)(1)(i) for action not having an effect on the environment and 22CFR 216.2(c)(2)(i) for education, technical assistance or training programs

ACR-TA ENVIRONMENTAL MITIGATION APPROACH

Based on Senegal Education and Youth Portfolio IEE 81916 recommended environmental threshold determinations, ACR-TA only anticipates interventions that fall into the *categorical exclusion* category.

However, it is possible that through ACR-TAs grants program, activities may be identified that do not fall into the categorical exclusion category. As such, all proposed grant activities will be subject to environmental screening, using the Environmental Review Form (ERF) checklist in Annex B. The instructions in Annex B will be used as guidance to determine the levels of risks (low, moderate, and high) associated with these proposed activities in order to decide on the appropriate mitigation actions. This will provide for ensuring environmental compliance, and protecting the health of the environment and population. No activities determined as high risks will be undertaken without further assessment and USAID approved environmental documentation.

ACR-TA will monitor environmental compliance in accordance with the IEE environmental threshold determinations. ACR-TA will also monitor the interventions for unforeseen consequences arising during implementation that were not identified and reviewed in accordance with 22 CFR 216.

The Activity will include environmental compliance language in all its solicitations and awards, and will train partner organizations to adopt environmentally-safe processes and practices. As appropriate, it will contribute to building partner organizations' capacity to implement the EMMP recommendations, and monitor the impacts and effectiveness of the mitigation measures. It will also collaborate and coordinate with other relevant USAID/Senegal initiatives to ensure synergy and environmental compliance linkages.

Under the leadership of the chief of party, the compliance officer will serve as the designated environmental compliance coordinator. He will oversee the implementation of the EMMP in close collaboration with the monitoring and evaluation team, and as needed with short-term technical support of Chemonics Home Office environmental compliance specialist. Key ACR-TA team members, including the chief of party, deputy chief of party, and compliance officer will receive training in environmental compliance in order to facilitate and support the ACR-TA environmental mitigation monitoring and reporting.

Table 2. ACR-TA Environmental Mitigation and Monitoring Plan

Activity	Potential Adverse Impacts	Mitigation Measures	Monitoring Indicators	Monitoring, Means of Verification	Monitoring Frequency	Timing and Responsible Parties
Outcome 3: Parent and Community Engagement in Early Grade Reading Improved						
Result 3.2 Community-Based Early Grade Reading Activities Implemented						
Community Mobilization Grants Program Activities	As these activities are not yet defined, their potential impacts on land, water, air, biodiversity and human health cannot be defined. The ERF will be used to analyze their potential impact before initiating these activities.	<p>Use the ERF in annex A to screen the proposed interventions/activities in order to determine the nature and scope of the environmental impacts that may arise.</p> <p>Based on the ERF results:</p> <ul style="list-style-type: none">• If all the proposed activities are classify as low risk, no further action is required;• If one of the proposed activities is classified moderate or high risk. Specific mitigations measures recommended in this EMMP will be selected, but if the EMMP does not cover the proposed activities, develop an activity specific EMMP to recommend the appropriate mitigation measures for the MEO's and the COR's approval before this intervention begins. <p>Activities will also take into consideration local regulatory environment (legislation and norms).</p>	<p># of grant activities screened using the ERF</p> <p># of grant specific EMMPs approved by USAID</p>	Copies ERF and ERR Copies of mitigation measures identified and recommended, as appropriate.	Every time a grant activity is planned	Quarterly Selected grantees, grants manager, compliance officer

B. ANNEXES

ANNEX A – ACR-TA ENVIRONMENTAL REVIEW FORM (ERF)

Environmental Review Form (ERF)

ACR-TA

The Environmental Review Form (ERF) will be used to screen **all new interventions, activities and processes not covered by the EMMP**, as well as **all grant activities** to identify potential adverse environmental effects associated with them. Its results, consigned in the environmental review report (ERR), will be used to develop the relevant activity-specific environmental mitigation and monitoring plans (EMMPs) to effectively avoid or adequately minimize the identified effects.

The ERF provides questions to ascertain the level(s) of risk associated with the proposed interventions:

- If the answers to ALL the questions that follow are “NO,” then the proposed intervention is considered “very low risk.”
- If the answer to ANY question is “YES,” the intervention CANNOT be considered “very low risk.”

The Environmental Review Report (ERR) will be used to report on the environmental screening results.

(When preparing the checklist, please indicate “not applicable” for items that have no bearing on the activity.)

IEE : Senegal Education and Youth Portfolio IEE 81916	ERF: ACR-TA-ERF-XXX
Subcontractor or Grantee:	Grant or Activity Number:
Individual contact and title:	Address, phone and email (if available):
Activity Title:	Start date: End date:
Number and types of beneficiaries:	Total value of the activity: Grant amount:
Description of proposed activity:	
Affected environment:	
Location: GPS coordinates:	Province: Education District:
Name of reviewer and position:	Date of review:

Screening questions

		Column A	Column B	Column C	
		Yes	No	If answered yes to Column. A. Is it a high risk or medium risk	
				High Risk	Medium-Risk
INFRASTRUCTURE (Buildings, roads, WASH, etc.)					
1	Will the intervention involve construction and/or reconstruction/rehabilitation of any type of building? For new construction, if less than 1,000 m2 = medium risk, if greater than 1,000 m2 = high risk. ²				
2	Will the intervention involve building penetrating roads, road rehabilitation and maintenance or other road related infrastructure (drainage, bridges, etc.)? If penetrating road construction/rerouting = high risk ³ , if repair/rehabilitation (improving drainage, resurfacing of existing roads) = medium risk.				
3	Will the intervention involve construction or rehabilitation of water and sanitation infrastructure (irrigation systems, potable water, water harvesting, septic systems etc.)? Potable water systems require testing for bacteria, arsenic and other heavy metals.				
4	Will the intervention involve construction or rehabilitation of any other infrastructure such as landfills, incinerators, energy infrastructure, etc.?				
5	Will the infrastructure intervention cost more than US \$500,000? ⁴ If YES, approval of a USAID Engineer is required as mitigation measures in Table I. Additionally, compliance with FAA 611 is required (please consult with the mission legal advisor)?				
6	Does the intervention require adherence to national building code or other national regulatory standard?				
7	Does the intervention require local planning permissions (i.e. zoning, building permits, etc.)?				
9	Will the intervention involve changes in water quality (pollution, sedimentation, stagnation, salinization, temperature change, etc.)?				
10	Will the intervention affect surface or groundwater quantity?				
11	Will the intervention involve training and/or implementation of agricultural practices/production including animal husbandry?				
12	Will the intervention involve aquaculture systems?				
13	Will the intervention involve the use or disposal of hazardous materials (used engine oil, paint, varnish, lead-based products, fluorescent light bulbs/mercury, batteries, asbestos or other hazardous or special management waste)? Consider effects to both the biophysical environment and human health.				
14	Will the intervention involve implementation of timber management ⁵ , extraction of forest products, clearing of forest cover, and/or conversion of forest land by cutting of trees >20cm diameter at base height (DBH)?				
15	Is the intervention in or near (within 50m) ⁶ any permanent or seasonal stream or water body, sensitive terrestrial or aquatic areas including protected areas, wetlands, critical wildlife habitat (including nesting areas), and threatened or endangered species?				
16	Will the interventions proposed generate airborne particulates (dust), liquids, or solids (i.e. discharge pollutants) or potentially violate local air standards?				

² Construction interventions need to be reviewed for scale, planned use, building code needs and maintenance. New construction having a footprint larger than 1000 meters² or 10,000 feet² is considered large scale and high risk. Some small construction interventions, such as building an entrance sign to a park, may require simple mitigation measures whereas larger buildings will require more extensive review and monitoring.

³ New construction of roads are considered high risk and will require a full environmental assessment of the planned construction, i.e. a Positive Determination. Any reroutes of a road or trail longer than 100 meters is considered a high risk. Reroutes within a protected area, nearby a water source/wetlands, and/or archaeological site are considered a high risk.

⁴ Pursuant to FAA, section 611, Completion of Plans and Cost Estimates.

⁵ Any interventions that involve the commercial harvesting of trees or converting forests is considered high risk and will require a full environmental assessment of the intervention (i.e. Positive Determination). The reference to cutting trees of greater than 20cm dbh is for actions related to forest management and commercial forest products and not for individual trees being cut for construction or non-commercial purpose.

⁶ Less than 50meters is based on best practices from US Federal and State regulations.

17	Will the intervention create objectionable odors?				
18	Will the intervention occur on steep slopes (greater than 15%)?				
19	Will the intervention contribute to erosion?				
20	Will the intervention change existing land use in the vicinity?				
21	Is the proposed intervention incompatible with land type (i.e., annual crops on steep slopes, infrastructure on poorly drained soils)?				
22	Will the intervention affect unique geologic or physical features?				
23	Will the intervention have potential effects to inhabitants, natural landscapes, or flora/fauna downstream from the intervention site?				
24	Will the intervention have a direct or indirect effect, or include actions with mangroves, coral reefs and other marine/coastal ecosystems?				
GLOBAL CLIMATE CHANGE					
25	Are interventions or outcomes vulnerable to changes in the weather or climate such as changes in precipitation patterns, increased temperatures or sea level rise?				
26	Does the intervention exacerbate climate change vulnerabilities (i.e., drought, flooding, decrease water supply)?				
27	Will the intervention create greenhouse gas emissions from decomposing waste, burning of organic matter, or use of fossil fuels etc. (consider duration and scale)				
SOCIO ECONOMIC					
28	Will the intervention contribute to displacement of people, housing or businesses?				
29	Will the intervention affect indigenous peoples and/or unique cultural or historical features?				
30	Will the intervention expose people or property to flooding?				
ENVIRONMENT & HEALTH					
31	Will the intervention create conditions encouraging an increase in illness, diseases, or disease vectors (waterborne, STDs or other)?				
32	Will the intervention generate hazards or barriers for pedestrians, motorists or persons with disabilities?				
33	Will the intervention involve the use, storage, handling or disposal of syringes, gauzes, gloves and other biohazard medical waste?				
34	Will the intervention expose workers to occupational hazards?				
35	Will the intervention increase existing noise levels?				
GENDER⁷					
36	Does the intervention inhibit the equal involvement of men and women?				
37	Do the intervention results disproportionately benefit/impact men and women?				
OTHER					
38	Does the intervention/activity involve a sub-award component? ⁸				
39	Is an operations and maintenance plan required? (for all type of infrastructure, equipment, road rehabilitation, or water and sanitation action = Yes)				

Based on the results of the above screening, and the following guidance, determine whether the proposed activity and intervention should be considered as “low-risk, moderate-risk or high-risk” activity, and complete the environmental review report (ERR) in Annex A1.

⁷ A positive response to gender questions require follow up only when there are other positive responses on questions, and an EMMP is developed.

⁸ If the intervention includes a sub-award component, each sub-awardee shall be required to prepare an EMMP prior to implementation of the sub-award.

Interventions Screening Guidance

Refer to the screening questions above and the list below to determine whether an intervention should be considered as “low-risk, moderate-risk or high-risk” activity.

Very low-risk interventions (Interventions with low potential for adverse biophysical or health impacts; including §216.2(c)(2))	High-risk interventions (Interventions with high potential for adverse biophysical or health impacts; including §216.2(d)(1))
<p>Provision of education, technical assistance, or training. (Note that interventions directly affecting the environment. do not qualify.)</p> <p>Community awareness initiatives.</p> <p>Controlled agricultural experimentation exclusively for the purpose of research and field evaluation confined to small areas (normally under 4 ha/10 acres). This must be carefully monitored and no protected or other sensitive environmental areas may be affected).</p> <p>Technical studies and analyses and other information generation interventions not involving intrusive sampling of endangered species or critical habitats.</p> <p>Document or information transfers.</p> <p>Nutrition, health care or family planning, EXCEPT when (a) some included interventions could directly affect the environment (construction, water supply systems, etc.) or (b) biohazardous (esp. HIV/AIDS) waste is handled or blood is tested.</p> <p>Rehabilitation of water points for domestic household use, shallow, hand-dug wells or small water storage devices. Water points must be located where no protected or other sensitive environmental areas could be affected.</p> <p>NOTE: USAID guidance on potable water requires water quality testing for arsenic, coliform, nitrates and nitrites.</p> <p>Construction or repair of facilities if total surface area to be disturbed is under 10,000 sq. ft. (approx. 1,000 sq. m.) (and when no protected or other sensitive environmental areas could be affected).</p> <p>Studies or programs intended to develop the capability of recipients to engage in development planning. (Does NOT include interventions directly affecting the environment)</p> <p>Small-scale interventions for which the answer to ALL SUPPLEMENTAL SCREENING QUESTIONS (attached) is “NO.”</p>	<p>River basin or new lands development</p> <p>Planned resettlement of human populations</p> <p>Penetration road building, or rehabilitation of roads (primary, secondary, some tertiary) over 10 km length, and any roads which may pass through or near relatively undegraded forest lands or other sensitive ecological areas</p> <p>Substantial piped water supply and sewerage construction</p> <p>Major bore hole or water point construction</p> <p>Large-scale irrigation</p> <p>Water management structures such as dams and impoundments</p> <p>Drainage of wetlands or other permanently flooded areas</p> <p>Large-scale agricultural mechanization</p> <p>Agricultural land leveling</p> <p>Procurement or use of <u>restricted use</u> pesticides, or wide-area application in non-emergency conditions under non-supervised conditions. (Consult REA.)</p> <p>Light industrial plant production or processing (e.g., sawmill operation, agro-industrial processing of forestry products, tanneries, cloth-dyeing operations).</p> <p>High-risk and typically not funded by USAID:</p> <p>Actions determined likely to significantly degrade protected areas, such as introduction of exotic plants or animals</p> <p>Actions determined likely to jeopardize threatened & endangered species or adversely modify their habitat (esp. wetlands, tropical forests)</p> <p>Conversion of forest lands to rearing of livestock</p> <p>Planned colonization of forest lands</p> <p>Procurement or use of timber harvesting equipment</p> <p>Commercial extraction of timber</p> <p>Construction of dams or other water control structures that flood relatively undegraded forest lands</p> <p>Construction, upgrading or maintenance of roads that pass through relatively undegraded forest lands. (Includes temporary haul roads for logging or other extractive industries)</p>

Common examples of moderate-risk interventions

CAUTION: If ANY of the interventions listed in this table may adversely impact (1) protected areas, (2) other sensitive environmental areas, or (3) threatened and endangered species and their habitat, THEY ARE NOT MODERATE RISK. All such interventions are HIGH RISK INTERVENTIONS.

Small-scale agriculture, NRM, sanitation, etc.
Controlled and carefully monitored agricultural experimentation exclusively for the purpose of research and field evaluation of MORE than 4 ha.
NOTE: No *biotechnology testing or release* of any kind are to take place within an assisted country until the host countries involved have drafted and *approved* a regulatory framework governing biotechnology and biosafety.

All USAID-funded interventions which involve biotechnologies are to be informed by the ADS 211 series governing "Biosafety Procedures for Genetic Engineering Research". In particular this guidance details the required written approval procedures needed before transferring or releasing GE products to the field.

Moderate scale construction or rehabilitation of facilities or structures (surface area to be disturbed exceeds 10,000 sq. ft (1000 sq meters) but funding level is \$200,000 or less).

Construction or rehabilitation of rural roads meeting the following criteria:

Length of road work is less than ~10 km

No change in alignment or right of way

Ecologically sensitive areas are at least 100 m away from the road and not affected by construction or changes in drainage.

No protected areas or relatively undegraded forest are within 5 km of the road.

Quantity imports of commodities such as fertilizers.

Technical studies and analyses or similar interventions that could involve intrusive sampling, of endangered species or critical habitats. (Includes aerial sampling.)

Construction or rehabilitation of small-scale water points or water storage devices for domestic or non-domestic use. (Covers interventions NOT included under "Very low risk interventions" above.)

NOTE: USAID guidance on water quality requires testing for arsenic, nitrates, nitrites and coliform bacteria.

Support for intermediate credit institutions when indirect environmental harm conceivably could result.

Institutional support grants to NGOs/PVOs when the interventions of the organizations are known and may reasonably have adverse environmental impact.

Small-scale use of USEPA-registered, least-toxic general-use pesticides. Use must be limited to NGO-supervised use by farmers, demonstration, training and education, or emergency assistance.

NOTE: Environmental review (see step 5) must be carried out consistent with USAID Pesticide Procedures as required in Reg. 16 [22 CFR 216.3(b)(1)].

Nutrition, health care or family planning, if (a) some included interventions could directly affect the environment (e.g., construction, supply systems, etc.) or (b) biohazardous healthcare waste (esp. HIV/AIDS) is produced, syringes are used, or blood is tested.

ANNEX B – ENVIRONMENTAL REVIEW REPORT (ERR) FOR NEW ACR-TA INTERVENTIONS

Environmental Review Report (ERR)

ACR-TA

Note: Follow, but do not submit, the instructions at the end of this form.

A. Applicant information

IEE : Senegal Education and Youth Portfolio IEE 81916	ERR: ACR-TA-ERR-XXX ERF: ACR-TA-ERF-XXX
Implementer:	Grant or Activity Number:
Individual contact and title:	Address, phone and email (if available):
Activity Title:	Start date: End date:
Number and types of beneficiaries:	Total value of the activity: Grant amount:
Description of proposed activity:	
Location: GPS coordinates:	Province: Education District:
Name of reviewer and position:	Date of review:

B. Activities, screening results, and recommended determination

Proposed activities Be sure to include any activities related to 1) Management of Public Health Commodities, 2) Medical Waste, 3) Construction/Renovation, 4) Sub-grants, 5) Clinical or Medical Research) among other activities (continue on additional page if necessary)	Screening result (Step 3 of instructions)			Recommended Determinations (Step 6 of instructions. Complete for all moderate/unknown and high-risk activities)		
	Very Low Risk	Moderate or unknown risk*	High-Risk*	No significant adverse impact	With specified mitigation, no significant adverse impact,	Significant Adverse impact
1.						
2.						
3.						
4.						

5.						
6.						

*These screening results require completion of the environmental screening (ERF)

C. Summary of recommended determinations (check ALL that apply)

The proposed intervention contains. . .	(equivalent Regulation 216 terminology)
<input type="checkbox"/> Very low risk activities	<i>categorical exclusion(s) *</i>
<input type="checkbox"/> After environmental review, activities determined to have no significant adverse impacts, given specified mitigation and monitoring	<i>negative determination(s) with conditions **</i>
<input type="checkbox"/> After environmental review, activities determined to have significant adverse impacts	<i>positive determination(s) ***</i>
<input type="checkbox"/> After environmental review, activities determined to pose significant and unmitigable adverse environmental effects	<i>activity cancellation ****</i>

* The intervention is not likely to have an effect on the natural or physical environment. No further environmental review is required

** The intervention does not have potentially significant adverse environmental, health, or safety effects, but may contribute to minor impacts that can be eliminated or adequately minimized by appropriate mitigation measures. This intervention may not be implemented without prior USAID approval of the specific environmental document.

- If the proposed activities are already covered in the EMMP, select from Table 3 of the EMMP the relevant mitigation measures to develop a Grant specific or intervention specific EMMP table and environmental review report (see ERR template in Annex E). Submit to the COR for approval prior to beginning the activity.
- If the proposed activities are new and are not covered in the EMMP, a Grant specific or intervention specific EMMP (see template in Annex D) shall be developed, approved by the Mission Environmental Officer (MEO) and the BEO, as deemed appropriate, prior to beginning the activity.

*** The intervention has potentially significant adverse environmental effects and requires further analysis of alternatives, solicitation of stakeholder input, and incorporation of environmental considerations into activity design. A Scoping Statement must be prepared and submitted to the BEO for approval. Following BEO approval an Environmental Assessment (EA) will be conducted. The intervention may not be implemented until the BEO clears the final EA.

**** Adequate EMMPs cannot be developed to eliminate these effects and alternatives are not feasible. The intervention is not recommended for funding.

D. Certification:

I, the undersigned, certify the completeness and the accuracy of the mitigation and monitoring plan described above for which I am responsible and its compliance with Senegal Education and Youth Portfolio IEE 81916:

(Signature) _____

(Date) _____

(Print name and title) _____

BELOW THIS LINE FOR USAID USE ONLY**USAID/Senegal Clearance record**

USAID COR	Badara Sarr	(signature)	(date)
<input type="checkbox"/> Clearance given			
<input type="checkbox"/> Clearance denied			
USAID MEO	Abdourahmane Ndiaye	(signature)	(date)
<input type="checkbox"/> Clearance given			
<input type="checkbox"/> Clearance denied			

Note: if clearance is denied, comments must be provided to applicant

(Use space below & attach sheets if necessary)

ANNEX C – ENVIRONMENTAL DUE DILLIGENCE FOR PHYSICAL INFRASTRUCTURE WORKS

Potential Adverse Impacts	Mitigation Measures
Planning: <ul style="list-style-type: none"> Important habitat or ecosystems sensitive to disturbances may be located within proposed intervention site boundaries or may be affected by ACR-TA. 	<ul style="list-style-type: none"> Protect any cultural or historical assets that are within ACR-TA proposed boundaries or that may be affected by the intervention Consider alternative sites if the key social, environmental and cultural concerns cannot be mitigated by the proposed mitigation measures Comply with all relevant government legislation and guidelines on environmental and biodiversity protection, and on water quality testing and monitoring
Design: <ul style="list-style-type: none"> Activities could result in adverse environmental and social impacts if documents and plans do not: <ul style="list-style-type: none"> Include relevant mitigation measures and a budget to implement them, Take gender concerns into consideration. 	<ul style="list-style-type: none"> Incorporate into the relevant ACR-TA documents and budgets the mitigation measures identified during the planning phase, and the associated costs for their implementation Ensure that all construction plans are approved by a certified engineer, and that all construction works are performed by qualified contractors Have gender segregated toilet facilities for students and professors
Implementation phase: <ul style="list-style-type: none"> Location where fill and other construction material are obtained may not be environmentally sound and material may not be sourced sustainably. That may result in ecological, hydrological, aesthetic, and land use impact. 	<ul style="list-style-type: none"> Take steps for the environmentally sound sourced of material to be used in the physical infrastructure works
<ul style="list-style-type: none"> Cultural/historical resources could be destroyed or degraded. 	<ul style="list-style-type: none"> Delineate cultural/historical resources to be protected, and keep all foot and motorized traffic and equipment out
<ul style="list-style-type: none"> Delayed removal of waste could affect water quality. 	<ul style="list-style-type: none"> Provide instructions and guidance to dispose waste in a timely manner, and in an approved location
<ul style="list-style-type: none"> Erosion could result in increased turbidity, decreased water quality, and degraded aquatic ecosystem. This could have impact on wildlife and humans that rely on these resources. 	Provide instructions and guidance to: <ul style="list-style-type: none"> Use erosion control measures whenever the need arises Place erosion control barriers prior to starting construction and to not remove erosion them until work is completed, and vegetation re-established Return land to pre-construction conditions, as much as possible
<ul style="list-style-type: none"> Noise could affect school activities as well as wildlife behavior. 	<ul style="list-style-type: none"> As much as possible, limit unusual noise from ACR-TA activities in a way to limit disturbance to school activities and wildlife
<ul style="list-style-type: none"> Students, public and worker safety could be compromised. 	For students, professors, public and workers' safety: <ul style="list-style-type: none"> Hold meetings to inform the stakeholders of the work to be or being carried out Restrict students and public access to ACR-TA-related hazard or unsafe areas Post proper signage and protective barriers Enforce safety zones and procedures Reduce vehicle speed in work zone For workers' safety: <ul style="list-style-type: none"> Ensure availability of appropriate safety and personal protective equipment (PPE), and provision of training on their use and implementation of safety procedures
After Construction – Operation: <ul style="list-style-type: none"> Flooding, ponding, and destruction of vegetation and other terrestrial 	<ul style="list-style-type: none"> Restore and/or improve drainage on work sites and other affected areas

Potential Adverse Impacts	Mitigation Measures
resources could result if site hydrology and grade are not restored.	
<ul style="list-style-type: none"> Erosion could result if vegetation is not restored, and soil is left bare. 	<ul style="list-style-type: none"> Re-vegetate areas disturbed with naturally occurring vegetation, if possible with vegetation retained from site.

ANNEX D – ACR-TA ACTIVITY-SPECIFIC ENVIRONMENTAL MITIGATION AND MONITORING PLAN (EMMP)

ACR-TA – Contract Number AID-685-TO-16-00003

IEE: Senegal Education and Youth Portfolio IEE 81916

EMMP: ACR-TA-GEMMP-XXX

Implementer:	Grant or Activity Number:	
	ERF: ACR-TA-ERF-XXX	ERR: ACR-TA-ERR-XXX
Individual contact and title:	Address, phone and email (if available):	
Activity Title:	Grant Value:	
Purpose and Objective:		
Location: GPS coordinates:	Start date: End date:	
Name of reviewer:	Date:	

Interventions/Activities	Potential Adverse Impacts	Mitigation Measures	Monitoring Scheme		Persons Responsible
			Indicators	Frequency	

Interventions/Activities	Potential Adverse Impacts	Mitigation Measures	Monitoring Scheme		Persons Responsible
			Indicators	Frequency	

ANNEX E – ACR-TA ENVIRONMENTAL MITIGATION AND MONITORING REPORT FORM

Environmental Monitoring and Mitigation Report (EMMR)

ACR-TA – Contract Number AID-685-TO-16-00003

IEE: Senegal Education and Youth Portfolio IEE 81916

LOP Start and end dates:	Reporting Period:
Environmental Point of Contact:	Date:

Descriptions		Monitoring						Results		
Activities	Mitigation Measures	Responsible Parties	Indicators	Methods	Frequency	Estimated Cost	Dates	Problems encountered	Mitigation Effectiveness	Recommended Adjustments

This form will be used for progress reports as well as for the final report, should any activities under ACR-TA fall under a threshold determination other than “Categorical Exclusion”, and will be submitted as an Annex to the regular ACR-TA reports. Columns 1 thru 4 will be copied from the subject approved EMMPs. It will also be used by partners to report on their implementation and monitoring of their Activity-specific environmental mitigation measures.